3rd Grade Pacing Module 5 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards | Topic and Objectives | | |  |
| **3.G.2**  3.NF.1 | A | Partitioning a Whole into Equal Parts  Lesson 1-2: Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models and by folding fraction strips.  Lesson 3: Specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models.  Lesson 4: Represent and identify fractional parts of different wholes. | | **Days: 3**  **Remedial Lesson 3, this provides** additional support from pictorial to concrete.  **Extension Lesson 4** uses denominators above 3rd grade standards and has centers that must be set up.  Optional Activity:  [What Fraction of your Shape is Red?](https://www.teachingchannel.org/videos/teaching-fractions) |
| By the end of Topic A, your students should be able to:   * Partition different models of wholes into different parts * Identify unit fractions * Model fractional parts   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) **Use 3.NF.1 Questions 1 and 2**  SBAC Example: | | | | |
| **3.NF.1**  3.NF.3c  3.G.2 | B | Unit Fractions and their Relation to the Whole  Lesson 5: Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.  Lesson 6: Build non-unit fractions less than one whole from unit fractions.  **Combine Lesson 5 & 6**  Lesson 7: Identify and represent shaded and non-shaded parts of one whole as fractions.  Lesson 8: Represent parts of one whole as fractions with number bonds.  **Combine Lesson 7 & 8**  Lesson 9: Build and write fractions greater than one whole using unit fractions. | | **Days: 3**    **Lesson 5 & 6** are similar concepts. (shaded & non shaded)  **Use Lesson 8**, but include the unit language from Lesson 7. |
| By the end of Topic B, your students should be able to:   * Build non-unit fractions * Shade fractional pieces to represent non-unit fractions * Add unit fractions greater than one whole   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/)-**Use 3.NF.1 Questions 3 and 4**  SBAC Example: Have the conversation about shaded and non-shaded parts. | | | | |
| **3.NF.3d**  3.NF.1  3.NF.3a  3.NF.3b  3.NF.3c  3.G.2 | C | Comparing Unit Fractions and Specifying the Whole  Lesson 10: Compare unit fractions by reasoning about their size using fraction strips.  Lesson 11: Compare unit fractions with different sized models representing the whole.  Lesson 12: Specify the corresponding whole when presented with one equal part.  Lesson 13: Identify a shaded fractional part in different ways depending on the designation of the whole. | **Days: 3**  **Lesson 10 & 11** have identical objectives, you could replace one lesson with  Robert Kaplinsky 3 Act Lesson Problem Solving  [**How Much is 1/3 Cup of Butter?**](http://robertkaplinsky.com/work/how-much-is-one-third-of-a-cup-of-butter/)  **Lesson 12** is exploratory centers and uses denominators above 3rd grade standards.  **Lesson 13** is a good lesson but the problem set does not go with the lesson. The SBAC item below shows the content needed in this lesson and could be used. | |
| By the end of Topic C, your students should be able to:   * Compare unit fractions with fractions strips * Reason about the fraction size   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/)- **Use 3.NF.3 Questions 2-4**  SBAC Example (see next page): | | | | |
| *3 Days for Remediation, Enrichment, Mid-Module Assessment*  [**Engage NY Word Document Assessments Module 5**](https://www.engageny.org/resource/grade-3-mathematics-module-5) | | | | |
| **3.NF.2a**  **3.NF.2b**  **3.NF.3c**  **3.NF.3d**  3.MD.4 | D | Fractions on the Number Line  Lesson 14: Place unit fractions on a number line with endpoints 0 and 1.  Lesson 15: Place any fraction on a number line with endpoints 0 and 1.  Lesson 16: Place whole number fractions and unit fractions between whole numbers on the number line.  Lesson 17: Practice placing various fractions on the number line.  Lesson 18: Compare fractions and whole numbers on the number line by reasoning about their distance from 0.  Lesson 19: Understand distance and position on the number line as strategies for comparing fractions. (Optional.) | | **Days: 6**  **Lesson 19** provides more practice, replace with  Robert Kaplinsky 3 Act Lesson Problem Solving  [Where is the Freeway Sign?](http://robertkaplinsky.com/work/where-is-the-freeway-sign-located/) |
| By the end of Topic D, your students should be able to:   * Partition, place count and compare fractions on a number line   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/)- **Use 3.NF.3 Question 1 and 3.NF.2 Questions 1 and 2**  SBAC Example: | | | | |
| **3.NF.3a**  **3.NF.3b**  **3.NF.3c** | E | Equivalent Fractions  Lesson 20: Recognize and show that equivalent fractions have the same size, though not necessarily the same shape.  Lesson 21: Recognize and show that equivalent fractions refer to the same point on the number line.  Lesson 22: Generate simple equivalent fractions by using visual fraction models and the number line.  Lesson 23: Generate simple equivalent fractions by using visual fraction models and the number line.  Lesson 24: Express whole numbers as fractions and recognize equivalence with different units.  Lesson 25: Express whole number fractions on the number line when the unit interval is 1.  Lesson 26: Decompose whole number fractions greater than 1 using whole number equivalence with various models.  Lesson 27: Explain equivalence by manipulating units and reasoning about their size. | | **Days: 6**  **Optional Lesson 20,** the seven subsequent lessons in Topic E provide practice that is more targeted toward specific understanding.    **Remedial Lesson 25,** the content is embedded in the work of prior lessons. |
| By the end of Topic E, your students should be able to:   * Analyze fractions with different units to reason about their equivalence * Recognize that whole numbers can be written as fractions   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) **Use 3.NF.2 Questions 3 and 4**  SBAC Example: | | | | |
| **3.NF.3d** | F | Comparison, Order, and Size of Fractions  Lesson 28: Compare fractions with the same numerator pictorially.  Lesson 29: Compare fractions with the same numerator using <, >, or = and use a model to reason about their size.  Lesson 30: Partition various wholes precisely into equal parts using a number line method. | | **Days: 3** |
| By the end of Topic F, your students should be able to:   * Compare fractions by reasoning about their size * Develop reasoning skills based on the numerator and denominator   [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/)- **Use 3.NF.3 as reassessment if needed**  SBAC Example: | | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment*  [Fraction Performance Task: School Garden](http://schools.nyc.gov/NR/rdonlyres/CD8EAFC6-862F-433D-B293-8DA61757028E/141424/NYCDOE_G3_Math_PetersGarden_FINAL.pdf)  [Engage NY Word Document Assessments Module 5](https://www.engageny.org/resource/grade-3-mathematics-module-5)  [FWPS TFL Snapshot Assessments](http://www.fwps.org/tfl/math-ccss/3rd-grade-math-ccss/) for reassessment as needed | | | | |
| ***Total Instructional Days: 30*** | | | | |

Links Used:

Module Assessments: <https://www.engageny.org/resource/grade-3-mathematics-module-5>

“What Fraction of Your Shape is Red?” Task: <https://www.teachingchannel.org/videos/teaching-fractions>

“How Much is 1/3 Cup of Butter?” Task: <http://robertkaplinsky.com/work/how-much-is-one-third-of-a-cup-of-butter/>

“Where is the Freeway Sign?” Task: <http://robertkaplinsky.com/work/where-is-the-freeway-sign-located/>

“School Garden” Task: <http://schools.nyc.gov/NR/rdonlyres/CD8EAFC6-862F-433D-B293-8DA61757028E/141424/NYCDOE_G3_Math_PetersGarden_FINAL.pdf>

